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ABSTRACT

This survey investigated the immediate after-high school plans of high school juniors, with a special emphasis on post-secondary education intentions. The survey included the responses of 1,064 students from 12 high schools. Forty-nine percent of the respondents indicated that they planned to attend a four-year college or university, 18 percent aimed to enroll in two-year colleges, sixteen percent reported that they would work, with the remaining seventeen percent shared by those entering the military, those undecided, and those who would remain at home. The survey also addressed specific student interests such majors, type of jobs, and other interests. The authors divided their findings into five major categories: (1) Primary Plans; (2) Not Attending College Group; (3) Undecided Student; (4) The Two-Year College Choice--including information on the college branch, technical/community college choice, and trade school; and (5) Four-Year College Choice. Researchers provide respondent characteristics and cross-tabulations and they list 22 recommendations for improving the survey instrument used along with follow-up ideas. The survey instrument appears in an appendix along with a complete tabulation for how each item was answered for the survey. (RJM)

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ED 376 415

POST HIGH SCHOOL PLANS

SURVEY

CONDUCTED BY

MUSKINGUM AREA TECHNICAL COLLEGE

STUDENT SERVICES DIVISION

ZANESVILLE, OHIO

JULY 1994

CG025835

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POST HIGH SCHOOL PLANS SURVEY

(ABSTRACT)

A total of 1,064 southeastern Ohio Appalachian region high school juniors completed a post high school plans survey. This survey was designed to identify the high school students' immediate plans once they graduated. A branching questionnaire format was utilized.

Nearly half of the responding group indicated college as their intended goal. This was followed by work, military, and "I don't know." Four-year colleges were the most popular college choice. Specific student interests in majors, type of jobs, etc. was also discussed. Cross-tabulations of demographic items were completed. The study results were compared with results from a large scale study done on the Ohio region by researchers at Shawnee State University and Ohio University. Survey instrument is included as well as recommendations for improvement in the process.

PREFACE

The purpose of a two-year public college is to provide higher education opportunities to the citizens of its service region. Consistent with this access mission is the need for a two-year college to assess and understand the program interests of its potential students.

Most two-year colleges draw from two potential student bases. The first is the adult population which comprises those people who have been out of high school for at least 3-5 years. The second base is the traditional high school graduate who intends to continue his/her education immediately or within a year or two of graduation.

This survey of high school students from three counties of Appalachian Ohio is an attempt to understand the emerging post high school plans of these individuals. These high school students were given a variety of options and possibilities to select. Their collective response gives Muskingum Area Technical College administrators an idea of program and recruitment planning options.

Larisa Harper, Appalachian Outreach Coordinator
Tim Shepfer, Director of Admissions/Alumni
Lynn Willett, President

July 1994

TABLE OF CONTENTS

		PAGE
PREFACE		*i*
I.	INTRODUCTION	1
II.	METHODOLOGY	4
III.	PRIMARY PLANS	5
IV.	NOT ATTENDING COLLEGE GROUP	6
	A. HOUSEWIFE/HOUSEHUSBAND	6
	B. WORK	6
	C. MILITARY	9
V.	UNDECIDED STUDENT	10
VI.	THE TWO-YEAR COLLEGE CHOICE	11
	A. BRANCH	12
	B. TECHNICAL/COMMUNITY COLLEGE CHOICE	12
	C. TRADE SCHOOL	16
VII.	FOUR-YEAR COLLEGE CHOICE	17
VIII.	RESPONDENT CHARACTERISTICS AND CROSS-TABULATION	20
IX.	SUMMARY AND CONCLUSION	25
X.	RECOMMENDATIONS	26
BIBLIOGRAPHY		29
APPENDICES		30
* SURVEY INSTRUMENT		
* TABULATION FOR EACH ITEM IN SURVEY INSTRUMENT		

I. INTRODUCTION

The primary purpose of the post high school plans survey was to determine the immediate after high school plans of a large group of high school juniors from twelve schools in southeastern Appalachian Ohio. A related purpose was to examine more fully the specific program or major preferences of those students indicating interest in attending some form of postsecondary educational experience.

This information was gathered, analyzed, and then shared with each high school counseling department. These high school reports were individually tailored for each school, reporting the specific response of each school's students and a composite summary of the entire response set.

The other use of the data was the College's own internal review of the information. College staff were able to review the results on a school-by-school basis, identifying undecided and potential two-year college students and developing a data base of these students for future follow-up and contact.

Lastly, the College was also able to determine emerging interest in existing technical programs as well as future planned programs. All of this information is viewed as helpful to the College's ongoing programmatic planning and review process.

The results of this survey are also looked at in a larger response context. The College is situated in Zanesville, Ohio, which serves a three-county area. (See map, Figure 1.) A total of 29 counties are Federally designated Appalachian counties in Ohio. The high schools in the survey are each located in one of three of these counties. In 1991-92 an extensive study* of Ohio Appalachia was conducted by Dewey Lykins, Director, Appalachian Access and Success Project, Shawnee State University; and Karen Spohn and Tim Crowther, Institute for Local Government Administration and Rural Development (ILGARD), Ohio University. This study was funded by the Ohio Board of Regents and was supervised by a ten-member consortium of presidents from the region.

**Appalachian Access and Success: A Research Project of the Ohio Board of Regents and a Consortium of Two- and Four-Year Colleges and Universities in Appalachian Ohio*

FIGURE 1

MAP OF APPALACHIAN OHIO

Underlining designates counties in MATC Service District
(Muskingum, Guernsey & Noble)

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Of specific interest to this study were particular results from the high school seniors' responses in that survey.

Lykins, et al, (1991) found that 80% of the Ohio Appalachian high school seniors surveyed in 1991 stated they wanted to attend college. However, only one-third of this same group is likely to enroll in college the following fall. The higher education participation rate for the region is substantially lower than both Ohio at 53.8% or the U.S. at 62.4%.

The schools in the Muskingum Area Technical College study (1994) can be better understood by looking at some common Appalachian characteristics synthesized by Lykins (1991). These Ohio Appalachian regional economic and demographic environment factors include:

(1) Significantly lower per capita and family incomes than Ohio and the United States.
(2) Higher unemployment than in Ohio.
(3) A concentration of poverty in Ohio Appalachia.
(4) Job losses in the well-paid mining and manufacturing sectors, which have been replaced with lower paying retail and service sector jobs.
(5) Higher out-migration than Ohio in the 20-34 year old age group, particularly in those counties that have suffered from large losses of employment.
(6) The declining size of the traditional college-age population due to demographic shifts, thereby creating an incentive for area colleges to increase recruitment efforts.
(7) Higher dependency ratios than the non-Appalachian Ohio. Thus, there are more economically non-productive individuals as a proportion of the economically productive segment of the population.

II. METHODOLOGY

A total of 1,064 juniors were surveyed from the following twelve high schools: Buckeye Trail High School, Caldwell High School, Cambridge High School, John Glenn High School, Maysville High School, Meadowbrook High School, Philo High School, Rosecrans High School, Shenandoah High School, Tri-Valley High School, West Muskingum High School, and Zanesville High School. This group of schools represents 92% of the total high schools in the MATC service area (students at the joint vocational high school were not surveyed).

The surveys were administered in class to these high school students from March 1994, through May 9, 1994. The College sent an employee to each school to administer and collect the surveys. These surveys were then returned to the College and the data were then entered on a disk for analysis.

The College staff developed the survey instrument using the survey branch methodology. This method allows each respondent to answer only those questions which are relevant to his/her particular situation. All respondents answered the first question and the last page of personal characteristics. A copy of the instrument can be found in the appendix.

The total time for an individual to complete the survey averaged around 8-10 minutes. Some students had trouble with the branching instructions and the College official would intervene and assist the confused student with the particular problem. Overall, most students were able to navigate through the survey without difficulty.

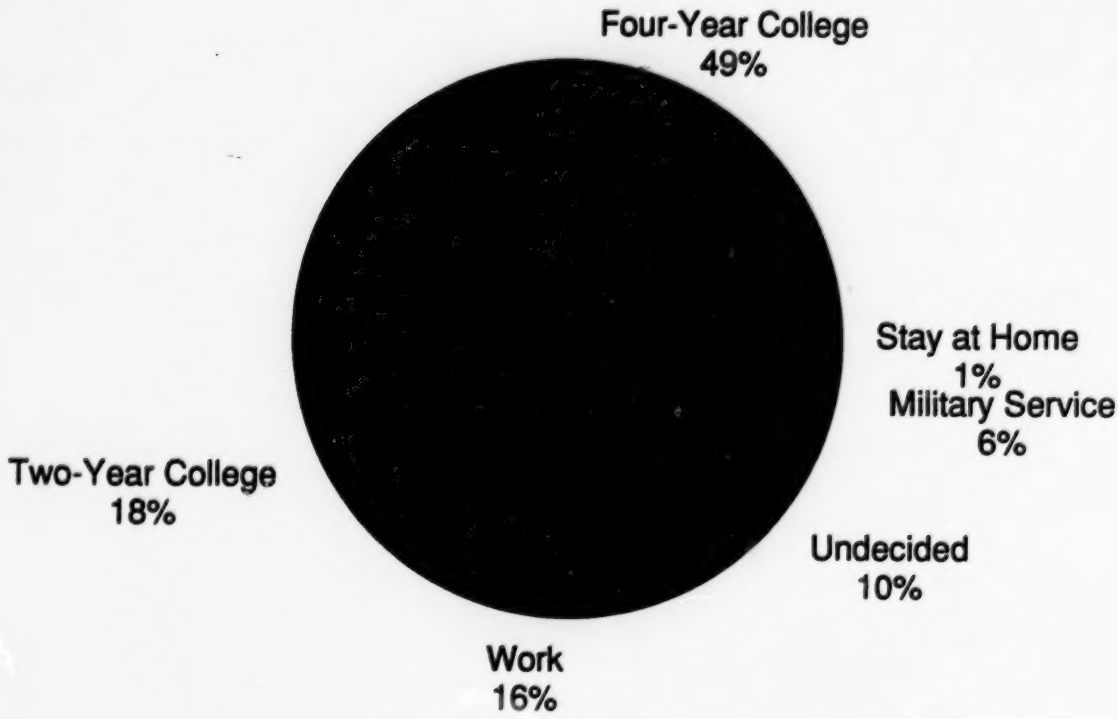
The responses were put into a SPSS data file on a diskette. Once all of the data had been collected and entered, the College staff utilized the *Statistical Package for Social Sciences* (SPSS) to analyze the data. The results of these analyses comprise the remainder of this report.

III. PRIMARY PLANS

The first question all 1,064 students were asked was *"What are your plans for the fall after you graduate from high school?"*

The pie chart (Figure 2) displays the percentage (rounded off) response. Nearly half (49%) indicated they planned to attend a four-year college or university. This was followed by 18% indicating a two-year college, branch campus, or trade school. Work was the next highest percentage at 16%. Undecided (10%), military service (6%), and housewife/househusband (1%) were the remaining response tallies.

FIGURE 2
PLANS AFTER HIGH SCHOOL



IV. NOT ATTENDING COLLEGE GROUP

This section will describe the plans for three groups who indicated they would not be attending college: housewife/househusband, work, and military service choices.

A. Housewife/Househusband

A total of 10 students selected this choice. This represents less than 1% (.9%) of the entire responding population.

Of those 10, half indicated they intended to be a lifelong housewife/househusband, with 30% indicating staying at home for a few years and then going to work. None indicated college as a future option.

Several indicated the reason for staying at home was "my child needs me at home."

B. Work

A total of 166 students indicated they intended to go to work immediately after school.

Students were asked to indicate type of work using one of the *U.S. Dictionary of Occupational Titles* major categories. Table 1 lists in rank order from most selected to least selected the types of jobs in which this group hopes to find employment.

TABLE 1
DICTIONARY OF OCCUPATIONAL TITLES
MAJOR JOB TITLE
(N = 163)

RANK	JOB TITLE	%
1	DON'T KNOW	25.3%
2	CONSTRUCTION WORK	19.3%
3	SERVICE (SUCH AS ASSISTANTS, BARTENDERS, HEALTH WORKERS, SECRETARIES)	19.3%
4	ASSEMBLY OF METAL OR WOOD MATERIALS	10.2%
5	AGRICULTURAL, FORESTRY, MINING, LABOR-ORIENTED	7.0%
6	MAKING PRODUCTS WITH MACHINES	5.4%
7	CLERICAL AND SALES	4.2%
8	PROFESSIONAL, TECHNICAL OR MANAGERIAL	4.0%
9	WORKING WITH CLAY, OIL, GAS OR FOOD MATERIALS	4.0%

The responses are fairly represented over the range of choices with "Don't Know" receiving the highest number, 25.3%.

The type of industry (represented by *U.S. Standard Industrial Classification* categories) was the next question the working student was asked. Table 2 lists these categories in rank order from most selected to least.

TABLE 2
STANDARD INDUSTRIAL CLASSIFICATION
CATEGORIES OF WORK
(N = 166)

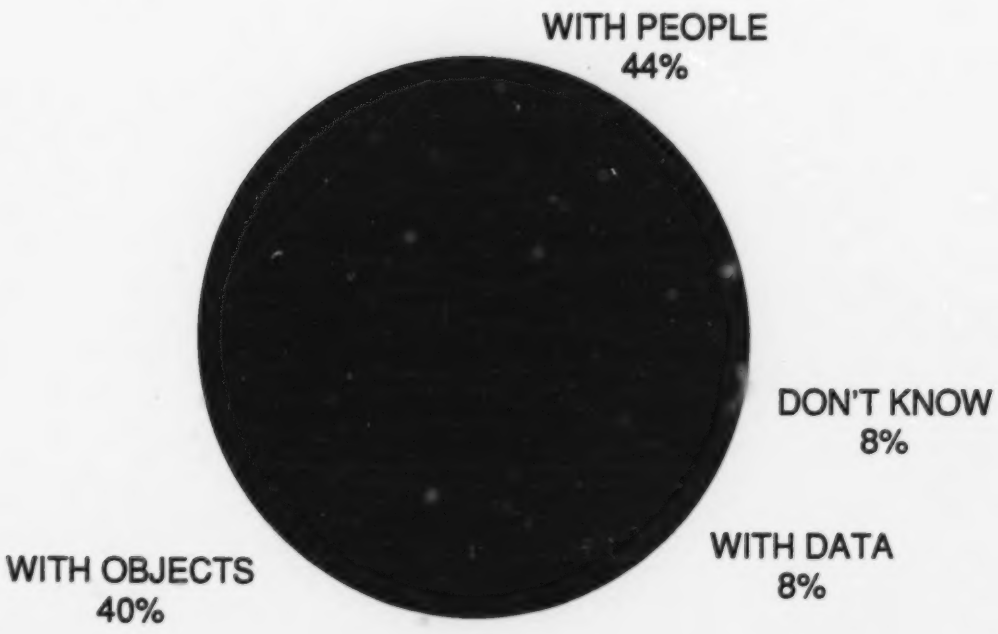
RANK	CATEGORY	%
1	CONSTRUCTION	22.0%
2	DON'T KNOW	17.5%
3	BUSINESS & OFFICE	16.9%
4	MANUFACTURING	9.0%
5	PUBLIC SERVICE	9.0%
6	ENVIRONMENT	6.0%
7	TRANSPORTATION	5.4%
8	AGRI-BUSINESS, MINING, GAS, AND OIL	4.2%
9	HEALTH	2.4%
10	COMMUNICATIONS & MEDIA	2.0%
11	FINE ARTS & HUMANITIES	2.0%
12	HOSPITALITY & RECREATION	2.0%
13	MARKETING & DISTRIBUTION	2.0%
14	MARINE SCIENCE	1.6%

Construction was viewed as the most popular work environment. This was followed by business and office settings and "I don't know." The remaining response was fairly evenly distributed over the other categories. What was surprising was the low incidence of response for the three major employer categories heavily represented in this region: agri-business, gas, and oil; health; and manufacturing.

Students responded to the three work activity categories from the *U.S. Directory of Occupational Titles*: people, data, and things. Figure 3 pie chart shows this preference, with "people" receiving nearly half (44%) of the response (N = 166).

FIGURE 3

WORK ACTIVITY PREFERENCE



These work-oriented students were asked to indicate long-range (3-5 years) planning of their lives. Table 3 shows this group's response in rank order. Staying in same job, work, and part-time college were the highest responses.

TABLE 3
LONG-RANGE PLANS
(N = 167)

RANK	PLANS	%
1	WORK AND START COLLEGE ON A PART-TIME BASIS.	30.1%
2	REMAIN IN THE JOB I INDICATED ABOVE.	30.1%
3	UNDECIDED.	16.9%
4	STAY IN WORK FORCE, BUT PROBABLY CHANGE JOBS.	15.1%
5	JOIN THE MILITARY EVENTUALLY.	4.2%
6	STAY AT HOME EVENTUALLY.	2.0%
7	QUIT JOB AND GO TO SCHOOL FULL-TIME.	2.0%

C. Military

A total of 69 students indicated military as their post high school choice of activity. Table 4 shows the fairly even distribution for service branch preferences of these military-bound students. Marines was the most popular branch, which was followed by the Air Force.

TABLE 4
MILITARY BRANCH PREFERENCE
(N = 69)

RANK	BRANCH	%
1	MARINES	30.2%
2	AIR FORCE	29.0%
3	ARMY	22.2%
4	NAVY	11.1%
5	NOT SURE	11.1%
6	COAST GUARD	3.2%
7	NATIONAL GUARD	3.2%

The majority (51%) of the students intended to go on active duty immediately after high school. Twenty-nine percent were undecided and 16% hoped for a combination of active and reserve duty, with 13% on just reserve duty. Forty-nine percent indicated they hoped to complete military service and then go to college. Twenty-four percent hoped for a military career, 21% were undecided, and 17.5% saw completing military service and returning to work as their goal.

V. UNDECIDED STUDENT

One of the major choice categories in the first questionnaire item was the option to be "undecided" about post high school plans. A total of 106 students indicated they were "undecided" at the time of the survey.

While many are undecided now, nearly half (46.2%) indicated that in the next 1-3 years they will probably "go to college." "I really don't know" garnered the next highest percent at 34%. The other choices of work, military, or welfare accounted for the remaining small percentages.

This group was probed further about perceived barriers to college. Table 5 displays these responses. These responses are listed in rank order from highest to lowest.

TABLE 5
PERCEIVED BARRIERS TO COLLEGE
(N = 96)

RANK	BARRIER	%
1	I DON'T KNOW WHAT TO STUDY.	23.0%
2	COLLEGE IS TOO EXPENSIVE.	22.0%
3	I'M TIRED OF SCHOOL.	12.3%
4	I HAVE NO INFORMATION ABOUT WHAT COLLEGES OFFER.	12.3%
5	AMOUNT OF TIME REQUIRED TO COMPLETE DEGREE.	7.0%
6	I DON'T LIKE SCHOOL.	7.0%
7	THERE IS TOO MUCH RED TAPE IN GETTING ENROLLED.	6.0%
8	I CAN'T BE ADMITTED TO COLLEGE.	3.0%

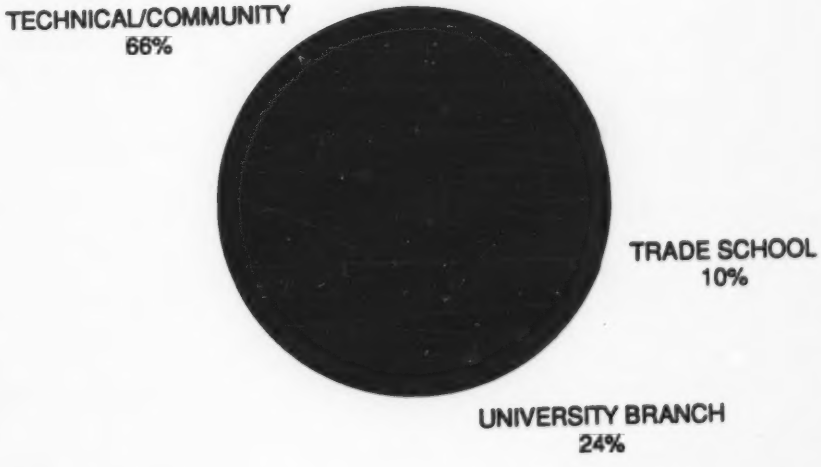
The one item standing out is the perception of college cost as a barrier. This is consistent with Dewey Lykins' study, *Appalachian Access and Success* (1992), which indicated "Almost half ... perceive the cost of college to be above the actual cost." Also consistent with Lykins' study is the fact that "Although college may be discussed ... students may still be lacking information crucial to making an informed choice about whether to attend."

This undecided group was also asked in another question to identify barriers to entering full-time work. "I don't know what I want to do" garnered the highest response at 55%. Concerns about their own qualifications for a good job, commitment to a job which may be a dead end also combined to account for another 22% of the group. The remaining responses can be found in the question tally in the appendix.

VI. THE TWO-YEAR COLLEGE CHOICE

A total of 684 students indicated college as their plan, as seen earlier in Figure 2. This represents 66% of the responding group. This 66% is less than the 80% found to be college bound by Lykins' survey. Within this group, 185 identified "two-year college: technical college, branch campus, or trade school" as their option for their post high school activity. Of the 185 two-year college potential students, Figure 4 depicts the breakdown by institution-type.

FIGURE 4
TWO-YEAR INSTITUTION TYPE



Two-thirds of the two-year college students selected the technical college/community college as their choice of college.

Looking at the specific items related to each of these two-year types, the branch campus will be discussed, followed by the technical college and trade school.

A. Branch

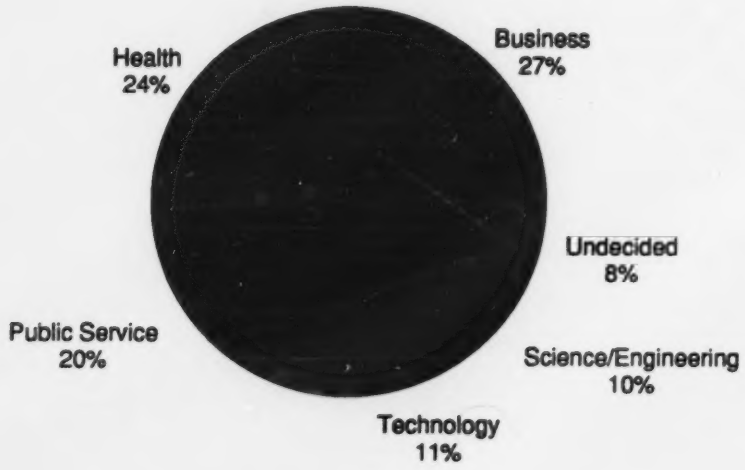
The number one specific goal (49%) for branch campus students is to "complete two years and transfer." A surprisingly high (40%) percentage indicated "complete one or two years and get a job." The remaining students were scattered over the other categories. These same students were given an extensive list of transfer majors to select. The highest response was "other" in which the student hand wrote their own version of their major. A complete list of these is included in the appendix. "Business" was the only major choice receiving a double digit response (18%). The remaining percentages were evenly distributed over the various major categories.

B. Technical/Community College Choice

One hundred twenty-four students selected technical/community college. These students were first asked to identify a major curricular area. Figure 5 displays the distribution of response.

FIGURE 5

TECHNICAL/COMMUNITY COLLEGE CURRICULAR AREA



The fairly even distribution of career interest is to be noted.

The next section of the branching format steered students from the main curriculum area (i.e., business) to then identifying a more specific career goal from a list of programs currently offered (or intended to be offered in the future) by Muskingum Area Technical College. Table 6 displays the choices of business majors in rank order. Accounting interest is consistent with Muskingum Area Technical College Accounting enrollment, which is one of the most popular business programs. The low level of interest in Business Administration is exactly the opposite of actual enrollment in that program major.

TABLE 6
BUSINESS MAJORS STUDENTS INTEND TO PURSUE
(N = 36)

RANK	BUSINESS MAJOR	%
1	ACCOUNTING	22.2%
2	PARALEGAL OR LEGAL ASSISTANT	19.4%
3	SECRETARIAL SCIENCE/ADMINISTRATIVE ASSISTANT	14.0%
4	OTHER (SEE APPENDICES)	11.1%
5	COMPUTER SCIENCE	8.3%
6	MARKETING MANAGEMENT	8.3%
7	CULINARY ARTS	6.0%
8	TRAVEL & TOURISM	6.0%
9	BUSINESS ADMINISTRATION	3.0%
10	SUPERVISION	3.0%

Table 7 displays the choices of health majors in rank order. The significant high school interest in Radiologic is consistent with enrollment at the Technical College. Students see high wages, clean work, and status in this occupation. Low interest in Dietetic, Occupational Therapy, and Medical Laboratory is inconsistent with these popular enrollment programs at the College. The College currently does not offer physical therapy or medical records.

TABLE 7 HEALTH MAJORS STUDENTS INTEND TO PURSUE (N = 31)		
RANK	HEALTH MAJOR	%
1	RADIOLOGIC	22.6%
2	NURSING (ADN)	19.4%
3	MEDICAL ASSISTING	16.1%
4	LICENSED PRACTICAL NURSING	9.7%
5	OTHER (SEE APPENDICES)	9.7%
6	DIETETIC TECHNOLOGY	6.5%
7	PHYSICAL THERAPY	6.5%
8	OCCUPATIONAL THERAPY ASSISTING	3.2%
9	MEDICAL LABORATORY	3.2%
10	MEDICAL RECORDS	3.2%

Table 8 displays the choices of science/engineering majors in rank order. Two current programs, Tool and Die Specialist and Computer-Aided Drafting and Design, did not elicit any interest. The "other" category responses were computer science, heating and cooling, and robotics.

TABLE 8 SCIENCE/ENGINEERING MAJORS STUDENTS INTEND TO PURSUE (N = 3)		
RANK	SCIENCE/ENGINEERING MAJOR	%
1	OTHER (SEE APPENDICES)	50.0%
2	PARKS, RECREATION & WILDLIFE	33.3%
3	INDUSTRIAL ENGINEERING	16.7%

Table 9 displays the choices of public service majors in rank order. Child Care is one of the most popular enrollment programs at the College. High school students' interest in this area is not surprising.

TABLE 9 PUBLIC SERVICE MAJORS STUDENTS INTEND TO PURSUE (N = 13)		
RANK	PUBLIC SERVICE MAJOR	%
1	CHILD CARE	53.8%
2	CRIMINAL JUSTICE - CORRECTIONS, POLICE WORK, SECURITY	23.1%
3	OTHER (SEE APPENDICES)	15.4%
4	SOCIAL WORKER TECHNICIAN	7.7%

Table 10 displays the choices of industrial technology majors in rank order. The "other" category had the following suggestions: diesel auto technician, diesel mechanics, and landscaping.

TABLE 10 INDUSTRIAL TECHNOLOGY MAJORS STUDENTS INTEND TO PURSUE (N = 4)		
RANK	INDUSTRIAL TECHNOLOGY MAJOR	%
1	AUTOMOTIVE TECHNOLOGY	50.0%
2	OTHER (SEE APPENDICES)	50.0%

A number of students indicated they were "undecided" about their future major. They were asked to complete the following statement: "I've heard that _____ is a good major, but I don't know if I will study this or not." Listed below is a sample of those responses:

Accounting
Business
Child Care
Dental Assistant
Industrial Engineering
Natural Resources
Parks, Recreation, and Wildlife

C. Trade School

A total of 20 students indicated that attendance at a trade school was their preference.

Seventy-five percent indicated they would select an Ohio trade school with the remaining twenty-five percent opting for out-of-state trade schools.

The following trade school majors were listed:

Aero-engineering	Electrical
Auto Technology	Flight Attendant
Business/Accountant	Lumber Grading
Carpentry	Managers Degree in Cosmetology
Commercial Arts	Ohio State Patrol Academy
Cosmetology	Photography
Diesel Mechanic	Power Line Electronic

The students were asked to indicate what the "key factor" was that encouraged them to select the trade school. Table 11 displays the choices of key factors in rank order. Comments offered for "other" response included: "My choice." "My interest in trade." "My own personal likes." "Myself."

TABLE 11
KEY FACTOR FOR TRADE SCHOOL CHOICE
(N = 20)

RANK	KEY FACTOR	%
1	OTHER (SEE APPENDICES)	40.0%
2	JOB PLACEMENT	15.0%
3	LOCATION	10.0%
4	TEACHER RECOMMENDATION	5.0%
5	COUNSELOR RECOMMENDATION	5.0%
6	LACK OF PROGRAM IN LOCAL COLLEGES	5.0%
7	PARENTAL DECISION	2.0%

VII. FOUR-YEAR COLLEGE CHOICE

Five hundred twenty-two (49.1%) of the responding group indicated four-year college or university as their intended college choice. Table 12 displays these responses.

TABLE 12
LOCATION AND TYPE OF INTENDED FOUR-YEAR COLLEGE
(N = 517)

RANK	LOCATION AND TYPE	%
1	A STATE COLLEGE OR UNIVERSITY IN OHIO	67.4%
2	AN OUT-OF-STATE PUBLIC COLLEGE OR UNIVERSITY	16.5%
3	A PRIVATE COLLEGE IN OHIO	10.2%
4	AN OUT-OF-STATE PRIVATE COLLEGE	5.0%

Listed below is a summary of the most frequently listed four-year colleges:

Ohio State University (37)
Ohio University (37)
Ohio University-Zanesville (15)
Kent State University (11)
Muskingum College (6)
University of Cincinnati (6)
Akron University (4)
Capital University (4)
Ohio Northern University (4)
Bowling Green State University (3)
Florida State University (3)
Michigan University (3)
Ohio State University-Newark (3)
Wright State University (3)

Listed below in Table 13 are the most frequently mentioned majors. Business received the most mentioned from the standard list.

TABLE 13
MAJORS STUDENTS INTEND TO PURSUE
(N = 527)

RANK	MAJOR	%
1	OTHER (SEE NEXT PAGE)	23.2%
2	BUSINESS	16.0%
3	UNDECIDED	11.3%
4	EDUCATION	10.3%
5	HEALTH SCIENCES & ALLIED HEALTH	7.5%
6	ENGINEERING & ENGINEERING TECHNOLOGIES	5.9%
7	LEGAL STUDIES & POLITICAL SCIENCE	5.0%
8	PSYCHOLOGY & COUNSELING	5.0%
9	ARCHITECTURE & DESIGN	3.3%
10	PERFORMING ARTS	2.5%
11	COMPUTER, INFORMATION, & LIBRARY SCIENCES	2.3%
12	BIOLOGICAL SCIENCES	2.1%
13	COMMUNICATION	1.9%
14	ART (VISUAL)	1.3%
15	PHYSICAL SCIENCES & MATHEMATICS	.9%
16	AGRICULTURE	.8%
17	NATURAL RESOURCES	.8%
18	SOCIAL SCIENCES	.6%
19	FOREIGN LANGUAGE	.2%
20	HOME ECONOMICS & SOCIAL SERVICES	.2%
21	HUMANITIES	.2%
22	RELIGION	.2%

"Other" (where the student wrote in the major) was responded to 23% of the time. A sample of "other" majors is listed below:

Advertising
Aeronautical Engineering
Animal Sciences
Archaeology
Art/Health - Medical Illustration
Beauty School
Child Psychology
Children's Dentist
Commercial Airline Pilot
Commercial Art
Dental Hygienist
Environmental Waste Management
Fashion Design
FBI Detective SWAT Team
Forestry
Genetics
History
Journalism
Law
Medicine
Optometry
Pharmacy
Photography
Political Science
Pre-Veterinarian Medicine
Producer/Recording Artist
Public Relations
Real Estate Appraising
Scientist
Social Work
Speech Pathology
Sports
Sports Medicine
Sports Training
Travel & Tourism
Veterinarian
Wildlife Forestry
Youth Ministry

VIII. RESPONDENT CHARACTERISTICS AND CROSS-TABULATIONS

The entire responding group (1,064) was directed to complete the last page of the survey. This page asked for personal characteristics. Gender characteristics revealed 47% were male and 47% were female (the other 6% did not respond). Birth order showed that 33.2% were the youngest in the family, 22% were the middle child, and 38% were the oldest or only child.

Table 14 displays these students' current living arrangement in rank order. These results are consistent with Lykins' findings.

TABLE 14
CURRENT LIVING ARRANGEMENT
(N = 995)

RANK	LIVING ARRANGEMENT	%
1	LIVING WITH BOTH NATURAL PARENTS	57.0%
2	LIVING WITH ONE NATURAL PARENT	17.2%
3	LIVING WITH ONE NATURAL PARENT AND STEP-PARENT	16.0%
4	OTHER (SEE APPENDICES)	2.0%
5	LIVING WITH RELATIVES	1.7%
6	LIVING WITH FOSTER PARENTS	.3%

Table 15 displays these students' first source of information which they used to plan their life. It is not surprising that relatives are the primary source.

TABLE 15
SOURCE OF INFORMATION FOR LIFE PLANS
(N = 982)

RANK	SOURCE	%
1	PARENTS/BROTHERS/SISTERS	65.1%
2	CLOSE FRIENDS	16.0%
3	COUNSELOR	7.0%
4	TEACHER	3.0%
5	NEWSPAPER OR BOOK	2.0%

Some of these personal characteristics were used to determine relationships with some of the earlier items in the questionnaire. The analytical technique used is called cross-tabulation. This is a data organization technique which allows two variables to be simultaneously compared with each other. Thus, the relationship between two independent variables (i.e., age and gender) can be examined for patterns.

The first cross-tabulation analysis examined gender by the initial plans of these students. Table 16 displays these results.

TABLE 16
GENDER VS. INITIAL PLANS

PLAN	MALE	FEMALE	TOTALS
STAY AT HOME	1	7	8
WORK	85	63	148
MILITARY	46	12	58
TWO-YEAR COLLEGE	68	107	175
FOUR-YEAR COLLEGE	245	264	509
UNDECIDED	51	42	93
TOTAL	496	495	991
N = 991	CHI-SQUARE = 37.971 (DF = 5)		

The chi-square statistical analysis revealed there was a significant difference between males and females on these items. Males were more inclined to indicate work, military, and indecision. While females were more inclined to indicate two-year college and four-year college. Lykins' report indicated that "Females are 7% more likely than males to plan to enter four-year colleges and almost 8% more likely to plan to enter two-year colleges."

Birth order was used as a variable compared against initial plans. There was no statistically significant difference between these variables.

The next cross-tabulation analysis examined living arrangement versus initial life plans. Here a statistically significant difference occurred. Table 17 displays these results.

Two-year college bound students received significant influence from one natural parent/step-parent in addition to both parents. Lykins' study indicated that "... if a student's parents are married, this slightly increases the probability of participating in higher education."

TABLE 17
LIVING ARRANGEMENT VS. LIFE PLANS

#	PLAN	BOTH PARENTS	ONE NATURAL PARENT	ONE NATURAL PARENT & ONE STEP-PARENT	FOSTER PARENTS	RELATIVES	OTHER	ROW TOTAL
1	STAY AT HOME	3	2	1	1		1	8 .8
2	WORK	77	26	31	1	4	9	148 15.0
3	MILITARY	25	17	12	1	1	1	57 5.8
4	TWO-YEAR COLLEGE	96	41	32		3	1	173 17.5
5	FOUR-YEAR COLLEGE	345	75	75		7	7	509 51.5
6	UNDECIDED	52	21	18		2		93 9.4
COLUMN TOTAL		598 60.5	182 18.4	169 17.1	3 .3	17 1.7	19 1.9	988 100.0

CHI-SQUARE	VALUE	DF	SIGNIFICANCE
PEARSON	95.88077	25	.00000

The last statistically significant cross-tabulation analysis examined life plan consultants (source of information) versus initial life plans. Here there was a statistically significant association. Table 18 displays these results.

Work-oriented and two-year college bound students were most influenced by friends after relatives. Those utilizing books and counselors as sources were four-year college bound students. Lykins found "Peer influence on the decision to attend college is very strong; friends were viewed as the second most influential group after parents."

TABLE 18
LIFE PLAN CONSULTANTS VS. LIFE PLANS

#	PLAN	PARENTS BROTHERS SISTERS	FRIENDS	TEACHER	COUNSELOR	BOOKS		ROW TOTAL
1	STAY AT HOME	4	4					8 .8
2	WORK	94	33	4	12	3		146 15.0
3	MILITARY	31	13	7	4	1		56 5.7
4	TWO-YEAR COLLEGE	122	29	4	17	1		173 17.7
5	FOUR-YEAR COLLEGE	378	68	11	33	12		502 51.5
6	UNDECIDED	58	21	2	4	4	1	90 9.2
COLUMN TOTAL		687 70.5	168 17.2	28 2.9	70 7.2	21 2.2	1 .1	975 100.0

CHI-SQUARE	VALUE	DF	SIGNIFICANCE
PEARSON	57.18933	25	.00025

This above finding can be looked at against the conclusions reached in the Lykins' research. Lykins stated, "Institutional factors cover the role of high school personnel --

teachers, counselors, and others -- as promoters of higher education and informational resources. Barriers in the school include the following:

(1) High school personnel are dissatisfied with the information being provided to them by area colleges on college costs, financial aid availability, college entrance requirements, and academic expectations. Without this information, they are limited in the help they can offer to students.

(2) High school personnel do not think that most of their students are educationally prepared for college, although they do think that most of them should attend college. They are thus less likely to encourage the option of college for those they do not consider capable of success.

(3) High school personnel, although they acknowledge the importance of parental influence, believe lack of parental encouragement to be a major barrier to college enrollment."

IX. SUMMARY AND CONCLUSION

A total of 1,064 southeastern Ohio Appalachian high school juniors completed a post high school plans survey designed to elicit their intended plans for immediately after high school. Nearly half selected college with the remaining choices as work, military service, and indecision.

The results are not surprising. Half of the responding juniors indicated college as their first option after high school. A majority of these college-bound students indicated four-year colleges and universities. This seems surprising when one considers the costs involved in relocation and the indication that cost was a major concern to the group.

X. RECOMMENDATIONS

A. Technical recommendations on improvement of survey instrument and process:

1. Use "Scantron" for ease in calculating results.
2. Send survey to an outside printing company in order to copy on special paper in booklet form and to give the survey a more "official" appearance.
3. If copied on campus, be consistent in photocopying. Some surveys were copied front/back and others copied front only.
4. Add questions to the Branch Campus, Technical College, and Trade School options that allow the students to indicate the name and location of their choices.
5. Add questions to the Work, Military, and Undecided options to write in "other" answers.
6. Attempt to eliminate or lessen the use of "go to page" directions.
7. Re-think the Stay At Home option. Perhaps group this option with the Work or Undecided options.
8. Add to the Work option a chance to indicate the present work place (if applicable) and number of hours worked while in high school.
9. Request telephone number (optional).
10. Add a question such as this: "On a scale from 1-10, rate your commitment to the plans that you have indicated on this survey."
11. When confirming the presentation days and times, emphasize to the guidance counselor the need to speak with all juniors (not just general track or Tech Prep students). Exclude any students other than 11th graders when administering survey -- offer alternate activity.
12. Expand survey population to include Crooksville, Morgan, and Coshocton JVS.
13. Depending on inclement weather, attempt to administer surveys during February and March -- not March and April -- in order to return survey results prior to end of school year.

14. Approximately 2-4 weeks after results are sent to counselors, request them to complete an evaluation form of the report so that their suggestions can help improve next year's report.

15. On page 12, which asks for demographical information, include these two questions: (1) "Did your parent(s) attend college?" and (2) "Are you a sophomore, junior or senior?". These two questions would distinguish the number of first-generation students in our service area and would characterize the grade-levels of the students.

B. Recommendations for our recruiting and follow-up based on results:

1. Develop a three-step follow-up strategy for students who indicated an interest in two-year colleges -- 2 mail-outs and 1 telephone call.

2. Direct mail to all students who took the survey. Students would receive pertinent information based on their choices, such as students who indicated an interest in working would receive information about attending college part-time while working, convenience of class times, low cost, etc.

3. For each survey pool, send survey (one page in length) to all respondents to confirm students activities following graduation, i.e., check on commitment.

4. Add a question to the survey such as this: "Muskingum Tech has many Career Services available. Do you request information and assistance such as use of the computer program "Discover" and the opportunity to take the Career Planning Program test? Yes or No." Follow-up with appropriate materials.

5. Add a question to the survey such as this: "Would you like to receive information regarding the Home Visitation Program and the availability of classes through the REACH Program. Yes or No." Follow-up with appropriate materials.

6. When administering the survey, indicate to the students the benefits of completing the survey completely and seriously. Completers of the survey may receive benefits such as an application fee waiver, invitation to a pizza party, or a certificate to "sit in on a class."
7. Early during the senior year of the completers of the survey, a special invitation will be given to meet with an admission representative at Muskingum Tech.

BIBLIOGRAPHY

Appalachian Access and Success -- Dewey Lykins, Tim Crowther, and Karen Spohn, "Report of the Appalachian Access and Success Project to the Ohio Board of Regents," Athens/Portsmouth: Institute for Local Government Administration and Rural Development, Ohio University/Shawnee State University, 1992.

APPENDICES

1. Survey Instrument
2. Tabulation for Each Item in Survey Instrument

POST HIGH SCHOOL PLANS

SURVEY

This survey is designed to gather information on your plans after graduation from high school. Your responses will be combined with your fellow students' for a group summary. Your cooperation is appreciated in filling out this survey and carefully following directions.

HIGH SCHOOL: _____

Name: _____

Street: _____

City: _____ State: _____ Zip: _____

What are your plans for the fall after you graduate from high school? [Circle one.]

1. Stay at Home (Housewife/Househusband) (Go to Page 2)

2. Work (Go to Page 3)

3. Military Service (Go to Page 4)

4. 'Two-Year College: Technical College, Branch Campus, or Trade School (Go to Page 7)

5. Four-Year College or University (Go to Page 6)

6. Undecided (Go to Page 5)

Housewife/Househusband

A. What are your plans? [Circle one.]

(1) Be a lifelong housewife/househusband. (Go to Item B below)

(2) Stay at home for a few years and then go to work. (Go to Page 3)

(3) Stay at home and then go to college. (Go to Page 7)

B. What influenced you most to select staying at home? [Circle one.]

(1) My parents.

(2) I'm not interested in anything else.

(3) My intended spouse insists I stay home.

(4) My child needs me at home.

(5) Other: _____

[GO TO PAGE 12]

Work (Complete all items on this page.)

A. What type of job do you intend to have? [Circle one.]

(1) Construction Work
(2) Assembly of Metal or Wood Materials
(3) Making Products with Machines
(4) Working with Clay, Oil, Gas or Food Materials
(5) Agricultural, Forestry, Mining, Labor-Oriented
(6) Service (such as Assistants, Bartenders, Health Workers, Secretaries)
(7) Professional, Technical or Managerial
(8) Clerical and Sales
(9) Don't Know

B. In what type of industry will you work? [Circle one.]

(1) Agri-Business, Mining, Gas, and Oil
(2) Business & Office
(3) Communications & Media
(4) Construction
(5) Environment
(6) Fine Arts & Humanities
(7) Health
(8) Hospitality & Recreation
(9) Manufacturing
(10) Marine Science
(11) Marketing & Distribution
(12) Public Services
(13) Transportation
(14) Don't Know

C. What type of work activity do you enjoy most? [Circle one.]

(1) People - working with other people and coordinating and assisting in their activities.

(2) Data - working with numbers, ideas, paper, reading materials, etc.

(3) Things - working and manipulating tools, objects, materials or vehicles.

(4) Don't know.

D. What long-range (3-5 years from now) plans do you have? [Circle one.]

(1) Remain in the job I indicated above.

(2) Work and start college on a part-time basis.

(3) Join the military eventually.

(4) Stay at home eventually.

(5) Quit job and go to school full-time.

(6) Stay in work force, but probably change jobs.

(7) Undecided.

[GO TO PAGE 12]

Military (Complete all items on this page.)

A. What branch of the military will you join? [Circle one.]

(1) Air Force

(2) Army

(3) Coast Guard

(4) Marines

(5) Navy

(6) National Guard

(7) Not sure

B. Do you intend to: [Circle one.]

(1) Go on active duty.

(2) Go on reserve duty.

(3) Combination of active and reserve duty.

(4) Undecided.

C. What specialty or area of job do you plan to pursue in the military? [Circle one].

(1) Outdoor, General Labor

(2) Mechanical or Electrical

(3) Computational, such as Computer or Accounting

(4) Scientific

(5) Personnel

(6) Clerical

(7) Not Sure

D. What long-range (3-5 years from now) plans do you have? [Circle one.]

(1) Remain in military for career.

(2) Complete military and return home to work.

(3) Complete military and go to college.

(4) Undecided

[GO TO PAGE 12]

Undecided (Complete all items on this page.)

A. In the next 1-3 years, I will probably: [Circle one.]

(1) Work full-time at a labor/manufacturing type of job.

(2) Work full-time on a farm or in a mine.

(3) Go to college.

(4) Serve in military.

(5) Work as a service worker in a business or hospital.

(6) Be on welfare.

(7) I really don't know.

B. I probably will not go to college at this time because: [Circle one.]

(1) College is too expensive.

(2) My family/friends are against the idea.

(3) I have no transportation.

(4) Amount of time required to complete degree.

(5) College courses aren't scheduled conveniently.

(6) I have no information about what colleges offer.

(7) There is too much red tape in getting enrolled.

(8) I can't be admitted to college.

(9) I don't like school.

(10) I don't know what to study.

(11) I'm tired of school.

C. I don't think I will go to work full-time because: [Circle one.]

(1) I don't know what I want to do.

(2) I don't have qualifications to get a good job.

(3) I'm afraid to commit to a job that may be a dead end.

(4) I don't like working for a boss.

(5) I can't decide between military or work.

[GO TO PAGE 12]

Four-Year College or University (Complete all items on this page.)

A. I have applied or will apply to: [Circle one.]

(1) A state college or university in Ohio.
(2) A private college in Ohio.
(3) An out-of-state public college or university.
(4) An out-of-state private college.

B. If you have decided on your college, please write down the name and location.

Name: _____

Location (City, State): _____

C. Indicate the status of your application to the college. [Circle one.]

(1) I applied and I'm waiting for answer.
(2) I applied but I was rejected.
(3) I applied and I have been accepted.
(4) I will apply soon.

D. In what area do you intend to major? [Circle one.]

(1) Agriculture
(2) Architecture & Design
(3) Area/Ethnic Studies
(4) Art (visual)
(5) Biological Sciences
(6) Business
(7) Communication
(8) Computer, Information, & Library Sciences
(9) Education
(10) Engineering & Engineering Technologies
(11) Foreign Language
(12) Health Sciences & Allied Health
(13) Home Economics & Social Services
(14) Humanities
(15) Legal Studies & Political Science
(16) Natural Resources
(17) Performing Arts
(18) Physical Sciences & Mathematics
(19) Psychology & Counseling
(20) Religion
(21) Social Sciences
(22) Other: _____
(23) Undecided

[GO TO PAGE 12]

Two-Year College

A. What type of two-year college will you attend? [Circle one.]

(1) A university branch campus. (Go to Page 8)

(2) A technical/community college. (Go to Page 9)

(3) A trade school. (Go to Page 11)

COMPLETE ALL ITEMS ON THIS PAGE.

A. When you attend the **branch campus**, what will be your goal? [Circle one.]

(1) Complete one year and transfer to four-year college or university.

(2) Complete two years and transfer.

(3) Complete one or two years and get a job.

(4) Attend for a while and then join military.

(5) Undecided.

B. In what area do you intend to major? [Circle one.]

(1) Agriculture
(2) Architecture & Design
(3) Area/Ethnic Studies
(4) Art (Visual)
(5) Biological Sciences
(6) Business
(7) Communication
(8) Computer, Information, & Library Sciences
(9) Education
(10) Engineering & Engineering Technologies
(11) Foreign Language
(12) Health Sciences & Allied Health
(13) Home Economics & Social Services
(14) Humanities
(15) Legal Studies & Political Science
(16) Natural Resources
(17) Performing Arts
(18) Physical Sciences & Mathematics
(19) Psychology & Counseling
(20) Religion
(21) Social Sciences
(22) Other: _____
(23) Undecided

[GO TO PAGE 12]

C. When you attend the **technical/community college**, what program do you plan to study? [Circle one.]

(1) Business (Go to Item D below)

(2) Health (Go to Item E below)

(3) Science/Engineering (Go to Item F on Page 10)

(4) Public Service, such as Child Care and Law Enforcement (Go to Item G on Page 10)

(5) Technology, such as Auto and Tool & Die (Go to Item H on Page 10)

(6) Not sure (Go to Item I on Page 10)

D. What business major do you intend to pursue? [Circle one.]

(1) Accounting
(2) Business Administration
(3) Computer Science
(4) Paralegal or Legal Assistant
(5) Marketing Management
(6) Secretarial Science/Administrative Assistant
(7) Supervision
(8) Culinary Arts
(9) Travel & Tourism
(10) Microcomputer Applications
(11) Hospitality Management
(12) Other: _____

[GO TO PAGE 12]

E. What health technology do you intend to pursue? [Circle one.]

(1) Occupational Therapy Assisting
(2) Dietetic Technology
(3) Radiologic
(4) Medical Assisting
(5) Medical Laboratory
(6) Medical Records
(7) Nursing (ADN)
(8) Respiratory Therapy
(9) Licensed Practical Nursing
(10) Physical Therapy
(11) Health Information Management
(12) Other: _____

[GO TO PAGE 12]

F. What science/engineering program do you intend to pursue? [Circle one.]

(1) Electrical/Electronics Engineering
(2) Environmental Resource Management
(3) Industrial Engineering
(4) Mechanical/Industrial Engineering
(5) Parks, Recreation & Wildlife
(6) Civil Engineering
(7) Hazardous Waste Management
(8) Biomedical Engineering
(9) Other: _____

[GO TO PAGE 12]

G. What public service program do you intend to pursue? [Circle one.]

(1) Mental Health
(2) Criminal Justice - Corrections, Police Work, Security
(3) Child Care
(4) Teacher Aide
(5) Hearing Impaired Specialist
(6) Social Work Technician
(7) Other: _____

[GO TO PAGE 12]

H. What industrial technology program do you intend to pursue? [Circle one.]

(1) Automotive Technology
(2) Tool and Die Specialist
(3) Computer Aided Drafting and Design
(4) Heating Ventilation and Air Conditioning Technician
(5) Welding
(6) Other: _____

[GO TO PAGE 12]

I. You indicated that you were "undecided" about your future major. Please complete the statement below:

I've heard that _____ is a good major, but I don't know if I will study this or not. [GO TO PAGE 12]

COMPLETE ALL ITEMS ON THIS PAGE.

Trade School

A. What statement best describes the trade school you plan to attend? [Circle one.]

(1) In Ohio

(2) Out-of-State

B. What will be your major? _____

C. What was the key factor which encouraged you to select this trade school? [Circle one.]

(1) Teacher recommendation

(2) Counselor recommendation

(3) Lack of program in local colleges

(4) Parental decision

(5) Job placement

(6) Cost

(7) Location

(8) Other: _____

[GO TO PAGE 12]

COMPLETE ALL ITEMS ON THIS PAGE.

Personal Information

Please indicate your characteristics for the following:

A. Gender [Circle one.]

(1) Male

(2) Female

B. Birth Order [Circle one.]

(1) Youngest

(2) Middle

(3) Oldest (or Only Child)

C. Current Living Arrangement [Circle one.]

(1) Living with both natural parents

(2) Living with one natural parent

(3) Living with one natural parent and step-parent

(4) Living with foster parents

(5) Living with relatives

(6) Other: _____

D. When you want information on planning your life, who or what do you consult first? [Circle one.]

(1) Parents/brothers/sisters

(2) Close friends

(3) Teacher

(4) Counselor

(5) Newspaper or book

E. Would you like more information on the two-year technical programs you circled?

___ (1) YES ___ (2) NO

Thank you for helping your school and local college with this survey.

August 1994

\schools\survey.doc

POST HIGH SCHOOL PLANS
SURVEY

This survey is designed to gather information on your plans after graduation from high school. Your responses will be combined with your fellow students' for a group summary. Your cooperation is appreciated in filling out this survey and carefully following directions.

ALL HIGH SCHOOLS IN GUERNSEY, MUSKINGUM AND NOBLE COUNTIES

Buckeye Trail High School	55	Maysville High School	84	Shenandoah High School	49
Caldwell High School	31	Meadowbrook High School	89	Tri-Valley High School	177
Cambridge High School	139	Philo High School	103	West Muskingum High School	84
John Glenn High School	97	Rosecrans High School	38	Zanesville High School	106

RESPONSES OF 1064 STUDENTS

What are your plans for the fall after you graduate from high school? (Circle one.)

		(Percentage)
1.	Stay at Home (Housewife/Househusband) (Go to Page 2)	(0.9%)
2.	Work (Go to Page 3)	(15.6%)
3.	Military Service (Go to Page 4)	(5.9%)
4.	Two-Year College: Technical College, Branch Campus, or Trade School (Go to Page 7)	(17.4%)
5.	Four-Year College or University (Go to Page 6)	(49.1%)
6.	Undecided (Go to Page 5)	(10.0%)

RESPONSES OF 10 STUDENTS

Housewife/Househusband

A. What are your plans? (Circle one.)

(1) Be a lifelong housewife/househusband. (Go to Item B below) **(50.0%)**

(2) Stay at home for a few years and then go to work. (Go to Page 3) **(30.0%)**

(3) Stay at home and then go to college. (Go to Page 7) **(0.0%)**

B. What influenced you most to select staying at home? (Circle one.)

(1) My parents. **(0.0%)**

(2) I'm not interested in anything else. **(10.0%)**

(3) My intended spouse insists I stay home. **(10.0%)**

(4) My child needs me at home. **(20.0%)**

(5) Other: SEE ADDENDUM, page 15 **(10.0%)**

(GO TO PAGE 12)

RESPONSES OF 166 STUDENTS

Work (Complete all items on this page.)

A. What type of job do you intend to have? (Circle one.)

(1) Construction Work **(19.3%)**
(2) Assembly of Metal or Wood Materials **(10.2%)**
(3) Making Products with Machines **(5.4%)**
(4) Working with Clay, Oil, Gas or Food Materials **(4.0%)**
(5) Agricultural, Forestry, Mining, Labor-Oriented **(7.0%)**
(6) Service (such as Assistants, Bartenders, Health Workers, Secretaries) **(19.3%)**
(7) Professional, Technical or Managerial **(4.0%)**
(8) Clerical and Sales **(4.2%)**
(9) Don't Know **(25.3%)**

B. In what type of industry will you work? (Circle one.)

(1) Agri-Business, Mining, Gas, and Oil **(4.2%)**
(2) Business & Office **(16.9%)**
(3) Communications & Media **(2.0%)**
(4) Construction **(22.0%)**
(5) Environment **(6.0%)**
(6) Fine Arts & Humanities **(2.0%)**
(7) Health **(2.4%)**
(8) Hospitality & Recreation **(2.0%)**
(9) Manufacturing **(9.0%)**
(10) Marine Science **(1.6%)**
(11) Marketing & Distribution **(2.0%)**
(12) Public Services **(9.0%)**
(13) Transportation **(5.4%)**
(14) Don't Know **(17.5%)**

C. What type of work activity do you enjoy most? (Circle one.)

(1) People - working with other people and coordinating and assisting in their activities. **(45.0%)**
(2) Data - working with numbers, ideas, paper, reading materials, etc. **(8.0%)**
(3) Things - working and manipulating tools, objects, materials or vehicles. **(41.0%)**
(4) Don't know. **(8.0%)**

D. What long-range (3-5 years from now) plans do you have? (Circle one.)

(1) Remain in the job I indicated above. **(30.1%)**
(2) Work and start college on a part-time basis. **(31.0%)**
(3) Join the military eventually. **(4.2%)**
(4) Stay at home eventually. **(2.0%)**
(5) Quit job and go to school full-time. **(2.0%)**
(6) Stay in work force, but probably change jobs. **(15.1%)**
(7) Undecided. **(16.9%)**

(GO TO PAGE 12)

RESPONSES OF 63 STUDENTS

Military (Complete all items on this page.)

A. What branch of the military will you join? (Circle one.)
   (1) Air Force (29.0%)
   (2) Army (22.2%)
   (3) Coast Guard (3.2%)
   (4) Marines (30.2%)
   (5) Navy (11.1%)
   (6) National Guard (3.2%)
   (7) Not sure (11.1%)

B. Do you intend to: (Circle one.)
   (1) Go on active duty. (51.0%)
   (2) Go on reserve duty. (13.0%)
   (3) Combination of active and reserve duty. (16.0%)
   (4) Undecided. (29.0%)

C. What specialty or area of job do you plan to pursue in the military? (Circle one).
   (1) Outdoor, General Labor (16.0%)
   (2) Mechanical or Electrical (30.2%)
   (3) Computational, such as Computer or Accounting (10.0%)
   (4) Scientific (3.2%)
   (5) Personnel (6.3%)
   (6) Clerical (2.0%)
   (7) Not Sure (41.3%)

D. What long-range (3-5 years from now) plans do you have? (Circle one.)
   (1) Remain in military for career. (24.0%)
   (2) Complete military and return home to work. (17.5%)
   (3) Complete military and go to college. (43.0%)
   (4) Undecided (21.0%)

(GO TO PAGE 12)

RESPONSES OF 106 STUDENTS

Undecided (Complete all items on this page.)

A. In the next 1-3 years, I will probably: (Circle one.)
   (1) Work full-time at a labor/manufacturing type of job. **(10.4%)**
   (2) Work full-time on a farm or in a mine. **(5.0%)**
   (3) Go to college. **(46.2%)**
   (4) Serve in military. **(3.0%)**
   (5) Work as a service worker in a business or hospital. **(3.0%)**
   (6) Be on welfare. **(2.0%)**
   (7) I really don't know. **(34.0%)**

B. I probably will not go to college at this time because: (Circle one.)
   (1) College is too expensive. **(22.0%)**
   (2) My family/friends are against the idea. **(0.0%)**
   (3) I have no transportation. **(0.0%)**
   (4) Amount of time required to complete degree. **(7.0%)**
   (5) College courses aren't scheduled conveniently. **(0.0%)**
   (6) I have no information about what colleges offer. **(12.3%)**
   (7) There is too much red tape in getting enrolled. **(6.0%)**
   (8) I can't be admitted to college. **(3.0%)**
   (9) I don't like school. **(7.0%)**
   (10) I don't know what to study. **(23.0%)**
   (11) I'm tired of school. **(12.3%)**

C. I don't think I will go to work full-time because: (Circle one.)
   (1) I don't know what I want to do. **(55.0%)**
   (2) I don't have qualifications to get a good job. **(10.4%)**
   (3) I'm afraid to commit to a job that may be a dead end. **(11.3%)**
   (4) I don't like working for a boss. **(4.0%)**
   (5) I can't decide between military or work. **(6.0%)**

(GO TO PAGE 12)

RESPONSES OF 522 STUDENTS

Four-Year College or University (Complete all items on this page.)

A. I have applied or will apply to: (Circle one.)
   (1) A state college or university in Ohio. **(67.4%)**
   (2) A private college in Ohio. **(10.2%)**
   (3) An out-of-state public college or university. **(16.5%)**
   (4) An out-of-state private college. **(5.0%)**

B. If you have decided on your college, please write down the name and location.

   Name & Location: SEE ADDENDUM, page 15

C. Indicate the status of your application to the college. (Circle one.)
   (1) I applied and I'm waiting for answer. **(0.9%)**
   (2) I applied but I was rejected. **(0.0%)**
   (3) I applied and I have been accepted. **(0.9%)**
   (4) I will apply soon. **(93.3%)**

D. In what area do you intend to major? (Circle one.)
   (1) Agriculture **(0.8%)**
   (2) Architecture & Design **(3.3%)**
   (3) Area/Ethnic Studies **(0.0%)**
   (4) Art (visual) **(1.3%)**
   (5) Biological Sciences **(2.1%)**
   (6) Business **(16.0%)**
   (7) Communication **(1.9%)**
   (8) Computer, Information, & Library Sciences **(2.3%)**
   (9) Education **(10.3%)**
   (10) Engineering & Engineering Technologies **(5.9%)**
   (11) Foreign Language **(0.2%)**
   (12) Health Sciences & Allied Health **(7.5%)**
   (13) Home Economics & Social Services **(0.2%)**
   (14) Humanities **(0.2%)**
   (15) Legal Studies & Political Science **(5.0%)**
   (16) Natural Resources **(0.8%)**
   (17) Performing Arts **(2.5%)**
   (18) Physical Sciences & Mathematics **(0.9%)**
   (19) Psychology & Counseling **(5.0%)**
   (20) Religion **(0.2%)**
   (21) Social Sciences **(0.6%)**
   (22) Other: SEE ADDENDUM, page 15 **(23.2%)**
   (23) Undecided **(11.3%)**

(GO TO PAGE 12)

RESPONSES OF 185 STUDENTS

Two-Year College

A. What type of two-year college will you attend? (Circle one.)

(1) A university branch campus. (Go to Page 8) (24.3%)

(2) A technical/community college. (Go to Page 9) (67.0%)

(3) A trade school. (Go to Page 11) (11.0%)

RESPONSES OF 45 STUDENTS

COMPLETE ALL ITEMS ON THIS PAGE.

A. When you attend the branch campus, what will be your goal? (Circle one.)

(1) Complete one year and transfer to four-year college or university. (4.4%)

(2) Complete two years and transfer. (49.0%)

(3) Complete one or two years and get a job. (40.0%)

(4) Attend for a while and then join military. (0.0%)

5) Undecided. (7.0%)

B. In what area do you intend to major? (Circle one.)

(1) Agriculture (2.2%)
(2) Architecture & Design (2.2%)
(3) Area/Ethnic Studies (0.0%)
(4) Art (Visual) (2.2%)
(5) Biological Sciences (0.0%)
(6) Business (18.0%)
(7) Communication (0.0%)
(8) Computer, Information, & Library Sciences (0.0%)
(9) Education (4.4%)
(10) Engineering & Engineering Technologies (2.2%)
(11) Foreign Language (0.0%)
(12) Health Sciences & Allied Health (2.2%)
(13) Home Economics & Social Services (2.2%)
(14) Humanities (0.0%)
(15) Legal Studies & Political Science (2.2%)
(16) Natural Resources (2.2%)
(17) Performing Arts (2.2%)
(18) Physical Sciences & Mathematics (0.0%)
(19) Psychology & Counseling (4.4%)
(20) Religion (0.0%)
(21) Social Sciences (0.0%)
(22) Other: SEE ADDENDUM, page 15 (44.4%)
(23) Undecided (11.1%)

(GO TO PAGE 12)

RESPONSES OF 124 STUDENTS

C. When you attend the technical/community college, what program do you plan to study? (Circle one.)

(1) Business (Go to Item D below) (25.0%)
(2) Health (Go to Item E below) (23.4%)
(3) Science/Engineering (Go to Item F on Page 10) (10.0%)
(4) Public Service, such as Child Care and Law Enforcement (Go to Item G on Page 10) (20.2%)
(5) Technology, such as Auto and Tool & Die (Go to Item H on Page 10) (10.5%)
(6) Not sure (Go to Item I on Page 10) (7.3%)

D. What business major do you intend to pursue? (Circle one.)

(1) Accounting (22.2%)
(2) Business Administration (3.0%)
(3) Computer Science (8.3%)
(4) Paralegal or Legal Assistant (19.4%)
(5) Marketing Management (8.3%)
(6) Secretarial Science/Administrative Assistant (14.0%)
(7) Supervision (3.0%)
(8) Culinary Arts (6.0%)
(9) Travel & Tourism (6.0%)
(10) Microcomputer Applications (0.0%)
(11) Hospitality Management (0.0%)
(12) Other: SEE ADDENDUM, page 15 (11.1%)

(GO TO PAGE 12)

E. What health technology do you intend to pursue? (Circle one.)

(1) Occupational Therapy Assisting (3.2%)
(2) Dietetic Technology (6.5%)
(3) Radiologic (22.6%)
(4) Medical Assisting (16.1%)
(5) Medical Laboratory (3.2%)
(6) Medical Records (3.2%)
(7) Nursing (ADN) (19.4%)
(8) Respiratory Therapy (0.0%)
(9) Licensed Practical Nursing (9.7%)
(10) Physical Therapy (6.5%)
(11) Health Information Management (0.0%)
(12) Other: SEE ADDENDUM, page 15 (9.7%)

(GO TO PAGE 12)

F. What science/engineering program do you intend to pursue? (Circle one.)

(1) Electrical/Electronics Engineering (0.0%)
(2) Environmental Resource Management (0.0%)
(3) Industrial Engineering (16.7%)
(4) Mechanical/Industrial Engineering (0.0%)
(5) Parks, Recreation & Wildlife (33.3%)
(6) Civil Engineering (0.0%)
(7) Hazardous Waste Management (0.0%)
(8) Biomedical Engineering (0.0%)
(9) Other: SEE ADDENDUM, page 15 (50.0%)

(GO TO PAGE 12)

G. What public service program do you intend to pursue? (Circle one.)

(1) Mental Health (0.0%)
(2) Criminal Justice - Corrections, Police Work, Security (23.1%)
(3) Child Care (53.8%)
(4) Teacher Aide (0.0%)
(5) Hearing Impaired Specialist (0.0%)
(6) Social Work Technician (7.7%)
(7) Other: SEE ADDENDUM, page 15 (15.4%)

(GO TO PAGE 12)

H. What industrial technology program do you intend to pursue? (Circle one.)

(1) Automotive Technology (50.0%)
(2) Tool and Die Specialist (0.0%)
(3) Computer Aided Drafting and Design (0.0%)
(4) Heating Ventilation and Air Conditioning Technician (0.0%)
(5) Welding (0.0%)
(6) Other: SEE ADDENDUM, page 15 (50.0%)

(GO TO PAGE 12)

I. You indicated that you were "undecided" about your future major. Please complete the statement below:

I've heard that SEE ADDENDUM, page 15 is a good major, but I don't know if I will study this or not. (GO TO PAGE 12)

RESPONSES OF 20 STUDENTS

COMPLETE ALL ITEMS ON THIS PAGE.

Trade School

A. What statement best describes the trade school you plan to attend? (Circle one.)

(1) In Ohio **(75.0%)**

(2) Out-of-State **(25.0%)**

B. What will be your major? SEE ADDENDUM, page 15

C. What was the key factor which encouraged you to select this trade school? (Circle one.)

(1) Teacher recommendation **(5.0%)**

(2) Counselor recommendation **(5.0%)**

(3) Lack of program in local colleges **(5.0%)**

(4) Parental decision **(2.0%)**

(5) Job placement **(15.0%)**

(6) Cost **(0.0%)**

(7) Location **(10.0%)**

(8) Other: SEE ADDENDUM, page 15 **(40.0%)**

(GO TO PAGE 12)

RESPONSES OF 1064 STUDENTS

COMPLETE ALL ITEMS ON THIS PAGE.

Personal Information

Please indicate your characteristics for the following:

A. Gender (Circle one.)

(1) Male **(47.1%)**

(2) Female **(47.0%)**

B. Birth Order (Circle one.)

(1) Youngest **(33.2%)**

(2) Middle **(22.0%)**

(3) Oldest **(38.0%)**
(or Only Child)

C. Current Living Arrangement (Circle one.)

(1) Living with both natural parents **(57.0%)**

(2) Living with one natural parent **(17.2%)**

(3) Living with one natural parent and step-parent **(16.0%)**

(4) Living with foster parents **(0.3%)**

(5) Living with relatives **(1.7%)**

(6) Other: SEE ADDENDUM, page 15 **(2.0%)**

D. When you want information on planning your life, who or what do you consult first? (Circle one.)

(1) Parents/brothers/sisters **(65.1%)**

(2) Close friends **(16.0%)**

(3) Teacher **(3.0%)**

(4) Counselor **(7.0%)**

(5) Newspaper or book **(2.0%)**

E. Would you like more information on the two-year technical programs you circled?

YES **(58.0%)** NO **(32.0%)**

Thank you for helping your school and local college with this survey.

July 1994

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ADDENDUM
ALL HIGH SCHOOLS
POST HIGH SCHOOL PLANS SURVEY

Stay at Home

Influence:

- Self

Four Year College

Name of college choice:

- Akron University (4)
- Ambassador College (TX)
- Arizona State University
- Art Institute Pittsburgh
- Aurora University (IL)
- Ball State University
- Bowling Green State University (3)
- Brigham Young University
- Campbellsville
- Capitol (4)
- Case Western Reserve
- Chowan (North Carolina)
- Coastal Carolina University
- Columbus College of Art & Design
- Cornell University
- David Lipscomb University (Tennessee)
- Dayton University
- Depaul University
- Embry-Riddle Aeronautical University (FL)
- Findlay University
- Florida State (3)
- Germany
- Grambling University
- Harding University (Arkansas) (2)
- Heidelberg
- Hiram
- Indiana University
- Italy
- Kent State University (11)
- Kentucky Christian College
- Marshall University
- Miami University (2)
- Michigan University (3)
- Miskatonic University
- Mount Carmel College of Nursing
- Mt. Vernon Nazarene College
- Muskingum College (6)
- Muskingum Tech
- Naval Academy
- North Carolina University
- Northeastern College of Medical Sciences
- Notre Dame
- Ohio Dominican (2)
- Ohio Northern (4)
- Ohio State University (37)
- Ohio State University Newark (3)
- Ohio University (37)
- Ohio University Zanesville (15)
- Ohio Valley College
- Old Dominion University
- Otterbein College
- Pennsylvania State University
- Purdue
- Temple University
- Texas University
- U.S. Naval Academy
- Universidad Autoroma de Madrid
- University of Alaska
- University of Cincinnati (6)
- University of Michigan
- University of North Dakota
- University of Virginia
- University of Washington
- Waynesburg College (PA)
- West Liberty State College
- West Virginia University
- Wheeling Jesuit College (2)
- Wilmington (2)
- Wright State University (3)
- Youngstown State

Major-Other:

- Accounting (6)
- Advertising
- Aeronautical Engineering
- Animal Sciences
- Archaeology
- Art/Health - Medical Illustration
- Beauty School
- Business/Management
- Child Psychology
- Children's Dentist
- Commercial Airline Pilot
- Commercial Art
- Composition/Music
- Criminal Justice (5)
- Dental Hygienist
- English - Communications related
- Environmental Waste Management
- Fashion Design
- Fashion Merchandising
- FBI Detective SWAT Team
- Forestry
- Genetics
- History
- Journalism (2)
- Journalism (Creative Writing) or Nursing
- Law (3)
- Law Enforcement
- Marketing
- Medical Profession
- Medicine
- Music
- Music Education (2)
- Music Theory - Vocal
- Nursing (12)
- Occupational or Physical Therapy
- Optometry (2)
- Pharmacy (2)
- Pharmacy Law
- Photography (2)
- Physical Therapy (10)
- Political Science (2)
- Pre-Law (2)
- Pre-Medicine (8)
- Pre-Veterinarian Medicine (4)
- Producer/Recording Artist
- Public Relations
- R.N.
- Radio-Television
- Radiology
- Real Estate Appraising
- Scientist
- Social Work
- Sociology
- Speech Pathology
- Sports
- Sports Management
- Sports Medicine (4)
- Sports Medicine/Sports Training
- Travel & Tourism
- Veterinarian (3)
- Wildlife Forestry
- Youth Ministry

Two Year College

Branch Campus Major:

- Business
- Computer Aided Drafting
- Cosmetology
- Management
- Mental Health
- Nursing (5)
- Occupational Therapy
- Physical Therapy
- Psychologist
- Radiology
- Teaching
- Travel and Tourism (2)

Technical College Business Major - Other:
- Environmental Resource Management
- Own Business
- Psychology

Technical College Health Technology - Other:
- Child Care Development
- Mental Health (2)
- Nurse's Aide
- Physical Therapy Assisting

Technical College Science/Engineering - Other:
- Computer Science
- Heating and Cooling
- Robotics

Technical College Public Service - Other:
- Art Therapy
- Work with abused children

Technical College Industrial Technology - Other:
- Diesel Auto Technician
- Diesel Mechanics
- Landscaping

Technical College Undecided Possibility:
- Accounting
- Business
- Child Care
- Dental Assistant
- Industrial Engineering
- Natural Resources
- Parks, Recreation, and Wildlife
- "Undecided"

Trade School Major:
- Aero-engineering
- Auto Technology
- Business/Accountant
- Carpentry (2)
- Commercial Arts
- Cosmetology (2)
- Diesel Mechanic
- Electrical
- Flight Attendant
- Lumber grading
- Managers Degree in Cosmetology
- Ohio State Patrol Academy
- Photography
- Power Line Electronic
- Travel/Flight Attendant
- Undecided (2)

Trade School Key Factor:
- My choice (2)
- My interest in the trade
- My own personal likes
- Myself
- Personal Interest in trade
- Relative is an electrician
- Something I've always wanted to do

Personal Information

Current Living Arrangement - Other:
- By myself
- Don't feel the need to tell you that
- Exchange student
- Grandmother
- Group home
- Host Family - exchange student (2)
- Husband (2)
- Live with husband and child
- Live with natural mother and adopted father
- Live with one natural & one adopted parent
- Live with father of my baby & his parents
- Natural parent and grandparents
- Self and daughter
- With fiance
- With one adopted parent
- With one natural parent - other is deceased